

Cultural Humility and Teaching Towards Justice and Equity: Addressing Oppression in the Classroom Providing Inclusive Educational Spaces.

Presented By:

Elizabeth Russell, PhD, LCSW; Pamela Viggiani, PhD, LMSW;
Margy Meath, LCSW & Debra Fromm Faria, LCSW

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The College at Brockport
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**The Greater Rochester Collaborative
Master of Social Work Program**



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Session Objectives

- Define cultural humility and how it relates to classroom teaching.
- Identify the challenges and benefits of understanding and discussing cultural humility.
- Provide examples of how to address and incorporate cultural humility in curricula and in practice.

Cultural Humility

Three dimensions:

- **Lifelong learning & critical self-reflection**
- **Recognizing and challenging power imbalances for respectful partnerships**
- **Institutional accountability**

(Foronda, Baptiste, Reinhold, Ousman, 2016; Hook, Davis, Owen, Worthington & Utsey, 2013; Tervaln & Murray-Garcia, 1998).

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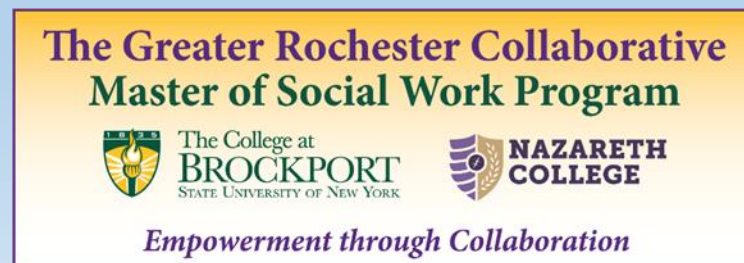
Cultural Humility

- A quick history
 - Originally created within the health professions
 - Intended to effectively confront the inequities in our society that result in disparate health outcomes (social disparities in health) based on various intersecting areas of diversity
 - i.e. race, class, gender, religion, LGBTQQ status, ability/disability
 - Originated on the West Coast after the police beating of Rodney King and the ensuing riots
 - [Drs. Tervaln and Murray-Garcia are credited with its origination](#)

Tervaln & Murray-Garcia, 1998

Cultural Humility

- Institutional Accountability is a key component of Cultural Humility
 - Individuals within institutions first must learn and then utilize cultural humility within their work (and lives)
 - Individuals then must hold the institutions in which they work accountable to operating in a culturally humble way
 - Individuals must also then hold broader sociopolitical institutions accountable



Cultural Humility

- Recognizes that knowledge of different cultural backgrounds is not sufficient to changing the
- Shifts the focus from the accumulation of knowledge to individual **self-understanding**
- Includes a personal/professional stance that is characterized by openness to learning and a lack of superiority

(Hook, Davis, Owen, Worthington & Utsey, 2013)

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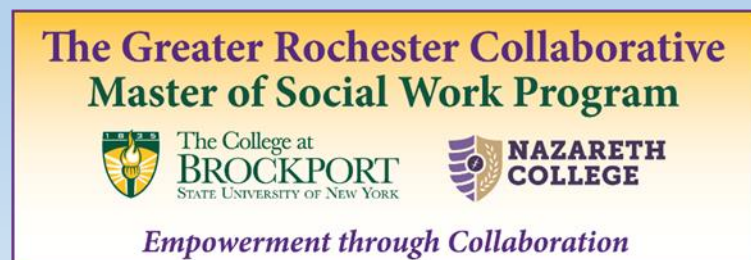
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Cultural Humility and Brockport College Mission and Goals

- President MacPherson's Opening Remarks during the 2017 Faculty/Staff Convocation included:
- Words from the new Strategic Plan: Building a Better Brockport:
 - “to build a better Brockport, we are focused on Community, Engagement, Excellence, and Transformation.”
- MacPherson went on to say:
 - “We have revised our mission statement to read: **“The College at Brockport is an inclusive learning community that inspires excellence through growth, engagement, and transformation.”** And our goals are easy to remember, if perhaps not simple to achieve:
 - To be a great college at which to learn
 - To be a college engaged with its community
 - To be a sustainable institution for the 21st century
 - To be a great college at which to work



Cultural Humility and Brockport College's Better Community Statement

- “As members of the State University of New York College at Brockport, we choose to be a part of an academic community that is dedicated to principles that foster integrity, civility and justice”

- (https://www.brockport.edu/about/diversity/better_community, 2017)

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Cultural Humility and Brockport's College Better Community Statement

- We respect the dignity of all persons and assume the best about them.
- We challenge and reject all forms of bigotry while striving to learn from each other's differences.
- We celebrate our differences while appreciating our similarities. We value an inclusive environment that is accepting of each other's cultural, physical, cognitive, social and professional differences.
- We respect the rights of each and every member of the community, regardless of race, ethnicity, national origin, religion, age, gender, sexual orientation, medical condition, disability or socioeconomic status.
- We realize that our common interests exceed our individual differences.

- (https://www.brockport.edu/about/diversity/better_community, 2017)

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Cultural Humility and Brockport College

The three dimensions of cultural humility (lifelong learning & critical self-reflection; recognizing and challenging power imbalances; & institutional accountability) will help us achieve Brockport College's Goals of being:

- To be a great college at which to learn
 - To be a college engaged with its community
 - To be a great college at which to work
- As well as achieve the vision of the Better Community Statement:
 - “To be a part of an academic community that is dedicated to principles that foster **integrity, civility and justice**”

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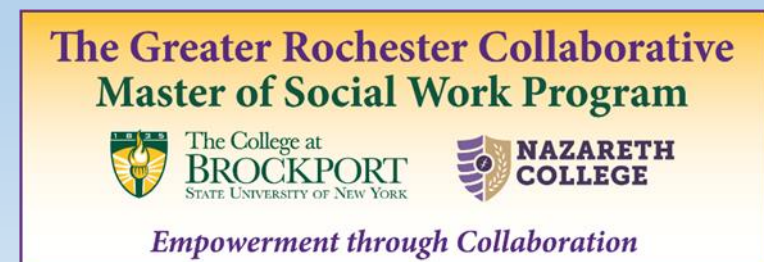
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How Cultural Humility is put into Practice in the GRC MSW Program (Brockport & Nazareth Collaboration)

- Currently:
 - The tenets of cultural humility are infused throughout the curriculum beginning in the foundation year diversity class and continued across the curriculum culminating in a capstone Master's Project Thesis that requires students to address intersectionality as well as social justice within their chosen topics
 - Students participate in Project Homeless Connect as a GRC MSW community
 - This event is organized by: organized by Jed Metzger, PhD, LCSW another GRC Faculty
 - GRC MSW faculty encourage and included experiential and service learning opportunities in their individual courses
 - GRC MSW Convocation [10 Ways to Fight Hate](#), Southern Poverty Law Center

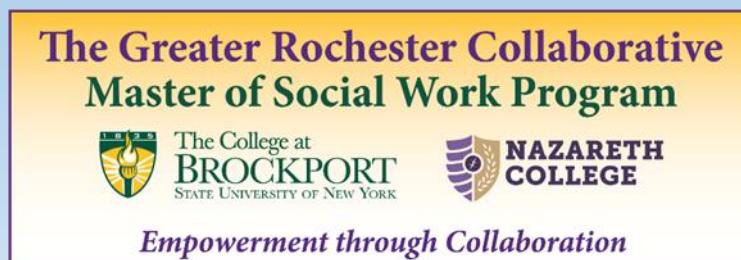
Anti-Racism Work & Cultural Humility & MSW Program

- A social service agency known for its work in the areas of both poverty and race invited agencies in Rochester to participate in a **two-year** initiative titled:
 - Calling Out Structural Racism in the Agencies Where We Live
- Currently there are 25 participating agencies throughout the Rochester area, involving over 150 people



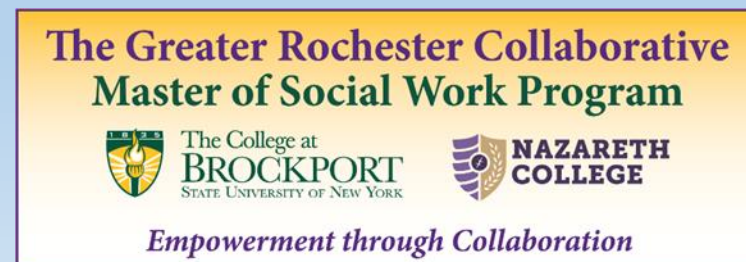
Cultural Humility and Anti-Racism Work

- The goals of this initiative are to strategize about how organizations want to proceed in:
 - discussing & identifying how structural racism impacts agencies and programs
 - Identifying and implementing ways in which structural racism impacts our agencies and programs



Cultural Humility and Anti-Racism Work

- One of the ways in which the Greater Rochester Collaborative is attempting to both work toward **dismantling structural racism in our program** and **preparing our students to dismantle structural racism in their future work** as MSWs is incorporating cultural humility into our curriculum.



Cultural Humility & Anti-Racism in the GRC MSW Program

- Currently the program is undergoing a curricular change that is based on the tenets of the cultural humility model
 - The full-time faculty included the entire program in its development rolling it out to adjuncts and staff last spring – using a world café model for full participation of faculty, adjunct & staff
 - Developing new curriculum that includes:
 - A stand-alone cultural humility class that all 2 year and advanced standing students will be required to take
 - Creating a curriculum that infuses the tenets of cultural humility in all of its courses
 - Utilizing the existing MSW Convocation as an opportunity to involve students in social change projects
 - Continuing to use Project Homeless Connect as GRC MSW Program wide event

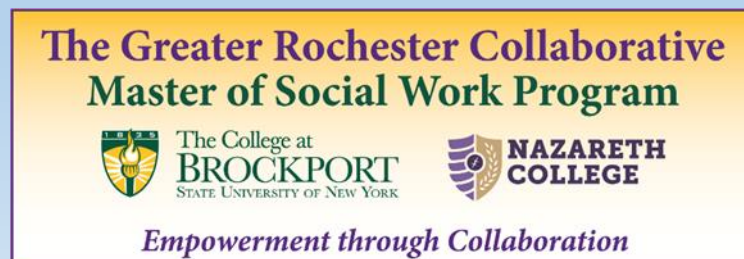
The World Cafe

Seven Key Principles:

- 1. Clarify the Context:** Clarify the purpose and broad parameters within which the dialogue will unfold.
- 2. Create Hospitable Space:** Ensure the welcoming environment and psychological safety that nurtures personal safety and mutual respect
- 3. Explore Questions That Matter:** Focus collective attention on powerful questions that attract collaborative engagement.
- 4. Encourage Each Person's Contribution** Enliven the relationship between the “me” and the “we” by inviting full participation and mutual interaction.
- 5. Cross-pollinate and Connect Diverse Perspectives:** Intentionally increase the diversity and density of connections between perspectives while retaining a common focus on core questions.
- 6. Listen Together for Patterns, Insights, and Deeper Questions:** Focus shared attention in ways that nurture coherence of thought without losing individual contributions.
- 7. Harvest and Share Collective Discoveries:** Make collective knowledge and insight visible and actionable.

The World Café

- Discuss ways in which cultural humility can be incorporated into your department, program, course
- Discuss any strengths or resources your department, program, or course has that will facilitate the inclusion of cultural humility into its curriculum and/or functioning
- Discuss any obstacles or barriers your department, program, or course has that will hinder the inclusion of cultural humility into their curriculum



References

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